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ABSTRACT

The purpose of the study was to investigate the effectiveness of Alexander Astin's Environmental Assessment Technique (EAT) in describing the environmental press at a large public university, California State University at Los Angeles. Results indicate that EAT is a very economical method for broadly describing aspects of a university's environmental press at a specific time. Other important aspects, however, can only be identified through knowledge of the social, political, and economic milieu of the institution. EAT is seen as a promising approach that, along with other sources of information, can provide broader insights into the campus environment. (Author/MSE)

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THE ENVIRONMENTAL ASSESSMENT TECHNIQUE:

AN EMPIRICAL STUDY

by

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ABSTRACT

The purpose of this study was to investigate the effectiveness of Alexander Astin's Environmental Assessment Technique (EAT) in describing the environmental press at a large public university in California. Based on the assumption that environmental press is determined largely by the individual characteristics of those within the environment, the EAT considers variables such as the academic selectivity, enrollment, and educational orientation of a particular institution.

Results of the study indicate that Astin's technique is a very economical method for broadly describing aspects of a university's environmental press at a specific point in time. Other important aspects, however, can only be identified through knowledge of the social, political and economic mileau in which the University finds itself. Astin's technique is thus seen as a promising approach that, along with other sources of information, can provide broader insights into the campus environment.

THE ENVIRONMENTAL ASSESSMENT TECHNIQUE: An Empirical Study

The purpose of this study is to investigate the applicability of an environmental assessment approach developed by Alexander W. Astin, to the particular college environment of California State University at Los Angeles (CSLA). This investigation will first look at the Environmental Assessment Technique (EAT) as conceived by Astin, then apply it to the CSLA environment, and finally discuss the results.

Using John L. Holland's (1961) theory of vocational choice, Astin--in collaboration with Holland--developed an economical technique with which to measure a college's environmental press (Astin & Holland, 1961), and to summarize an institution's curriculum (Astin, 1965). This technique is based on the concept that environmental press is largely determined by the individual characteristics of those within the environment. The basic construct as proposed by Astin is as follows:

1. environmental press=f (individual characteristics of those within the environment)

2. individual characteristics = f (major field + other aspects)
(basic characteristics could be assumed for those in different major fields, based upon an extension of Holland's theory of vocational choice--see Appendix 1--which held that each vocational field's members have certain dominant, differentiating characteristics. If we assume that the majority of those entering a certain field majored in the same area--because of temperament requirements--then those in the major

field must be of similar temperament/personality as those in the vocational area)

Based on this construct or model, Astin put together his measurement instrument. This instrument contains eight measures of the environmental press:

environmental press = f (Est Sel, Size, P1, P2, P3, P4, P5, and P6), where--

Est Sel = total number of semi-finalists and recipients of the letter of commendation from the National Merit Scholarship Program who named the college as one of two they wished to attend.

Size = total full-time enrollment.

P1 = Artistic Orientation, P2 = Realistic Orientation
P3 = Artistic Orientation, P4 = Realistic Orientation
P5 = Conventional Orientation, and
P6 = Enterprising Orientation

(P_i = Number of individuals awarded degrees in majors impacting on a particular orientation / Total number of degrees awarded by the institution)

In subsequent research, Astin found that instead of classifying each major as belonging to one particular personal orientation, it was more accurate to describe most majors in terms of at least two of the orientations. The major fields and personal orientations weights prescribed by Astin and used in this investigation may be found in Appendix 2 .

The application of this technique to the CSLA environment from 1960-61 through 1969-70 required the acquisition of information from several sources. Of particular assistance were the office of institutional research for the California State Colleges,

and the student affairs office at California State College, Los Angeles. These sources provided information concerning the number of bachelors degrees awarded in each major field, and the total full-time enrollment for the periods under consideration.

The data collection activity was straightforward, once the proper sources of information were located. Attempts to use the purportedly easily accessible sources suggested by Astin proved futile because either the sources were not readily available, or they did not contain very recent information. One particular difficulty was encountered. In trying to match major fields as reported by CSLA with those categorized by Astin, some ommissions were necessary. For example, with the recent interest in ethnic studies, we might not be surprised to find such programs at Cal State. Astin's categorization scheme suggests that unclassifiable items be omitted. Thus, the small number of students in this relatively new major field were not included in the calculations of the personal orientations. Other areas in which degrees were awarded but which were not classifiable were encountered. As a result, the following major areas and the number of students receiving bachelors degrees in them in each of the following years were not included in the calculations:

MAJOR AREAS NOT CLASSIFIABLE

Area and Ethnic Studies
Environmental Design

Law Enforcement & Criminology
Natural Resources
Special Majors

	Academic Year 1960-61	1964-65	1969-70
Baccalaureate degrees awarded which could be classified:	1691	2136	2714
Baccalaureate degrees not classifiable	09(5%)	235(10%)	514(16%)

Clearly, the impact of non-classifiable majors on calculations and estimates based on Astin's suggested quantitative relationships can be significant, particularly in more recent years. More will be said on this point later.

Another area in which information was not available was that concerning choices of the National Merit Scholarship semi-finalists or recipients of a letter of commendation. General inferences about CSLA's estimated selectivity had to be made on a different basis. These inferences are discussed in a subsequent section of this paper.

Once the available information was located, the eight EAT variables could be calculated. We will not have information on other institutions, and thus will not need to normalize the scores: however, we will be able to notice increases or decreases relative to CSLA's own previous experience. The following summarizes the findings for each variable:

ESTIMATED SELECTIVITY-- This information is based on data kept by American College Testing Program and furnished to each participating

college. It indicates the change in ACT standard scores experienced by each college's students, on the average.[1]

ACT Standard Score	Academic Year 1960-61	1964-65	1969-70
English	----	20.6	18.2
Mathematics	----	21.1	18.2
Social Science	----	23.5	20.0
Natural Science	----	21.9	18.5
Composit	----	21.9	18.8

[1] Approximately 25% of CSLA students take the ACT program examinations. Thus, this information provides gross implications at best.

Apparently the average ability of entering freshmen--as measured by the ACT testing program--has declined during the past five years. Such results might be due to a lessening in CSLA's ability to draw top students, but might also suggest that more students with less "academic" interests are being attracted there.

SIZE--The total full-time enrollment at CSLA has increased as follows:

Academic Year 1960-61	1964-65	1969-70
18574	18981	20993

Clearly, there have been no dramatic increases in enrollment. On the other hand, the enrollment at CSLA might be considered quite large, compared with other 4-year institutions. Thus, Astin would suggest that the Cal State environment would tend to be impersonal, would be characterized by a tendency toward

fewer informal contacts between faculty and students, and would probably have both a fairly well-defined status hierarchy of social groups and several well-organized student sub-cultures.

ARTISTIC ORIENTATION--The artistic orientation of CSLA over the past decade has been:

% of total baccalaureate degrees awarded with impact on artistic orientation:		
1960-61	1964-65	1969-70
.17	.17	.18

Clearly, little change has occurred. According to Astin, the college environment with relatively high percentage of baccalaureate degree recipients characterized by this orientation is likely to emphasize esthetic and humanistic pursuits, and to deemphasize sports and similar activities that require the use of gross physical skills. Thus, the CSLA college environment is not changing in regard to this orientation. As the absolute number of students enrolled in the institution increases, apparently so too does the enrollment in majors included under this orientation.

REALISTIC ORIENTATION--The realistic orientation of CSLA over the past decade has been:

% of total baccalaureate degrees awarded with impact on artistic orientation:		
1960-61	1964-65	1969-70
.15	.10	.09

According to Astin, the college environment with a relatively high

percentage of baccalaureate degree recipients characterized by this orientation is apt to display a preference for the practical, the concrete rather than the abstract, and (is adverse) to intensive emotional experiences. The impact of this orientation on the CSLA environment apparently declined between the 60-61 and 64-65 academic years. Appendix 2 suggests that the decline was due to the fact that the majors impacting on this area did not experience relative enrollment increases like other majors.

The orientation now appears to have little direct influence on the CSLA environment, thus suggesting that the so-called practical student who is not interested in abstract notions does not abound there in large numbers.

SCIENTIFIC ORIENTATION--The scientific orientation of CSLA over the past decade has been:

% of total baccalaureate degrees awarded with impact on scientific orientation:

1960-61	1964-65	1969-70
.07	.08	.14

According to Astin, the college environment with a relatively high percentage of baccalaureate degree recipients characterized by this orientation tends to deemphasize interpersonal relationships and social activities, while emphasizing the acquisition of intellectual--as opposed to social--skills. The apparent impact of this orientation on CSLA has increased, with the number of degrees awarded which are influenced by this orientation

doubling in the last decade. Most of the increase occurred over the past five years. A look at Appendix 2 suggests that the large relative increases in this area are a result of the increasing number of degree recipients in the areas of mathematics and computer science, nursing, psychology, and sociology. While this orientation appears currently to account for a relatively small number of graduates, one might expect its influence to increase if and when our current economic stagnation ends.

SOCIAL ORIENTATION--The social orientation of CSLA over the past decade has been:

% of total baccalaureate degrees awarded with impact on social orientation:		
1960-61	1964-65	1969-70
.38	.40	.20

According to Astin, the college environment with a relatively high percentage of baccalaureate degree recipients characterized by this orientation emphasizes social interaction and service to others. The apparent impact of this orientation on CSLA has decreased over the last five years or so. A look at Appendix 2 suggests that the large relative decreases in this area are a result of declines in the number of education majors. This, of course, was basically a result of legislation (the Fisher Bill) about 1965 which forced those in teaching credential programs to major in a subject area rather than in education. One must wonder then, whether a real decrease in this orientation was experienced by CSLA, or whether this

decrease is an artifact of circumstance, with former education majors swelling the ranks of other basic academic majors like English, Mathematics, and Social studies.

CONVENTIONAL ORIENTATION--The conventional orientation of CSLA over the past decade has been:

% of total baccalaureate degrees awarded with impact on conventional orientation:		
1960-61	1964-65	1969-70
.09	.09	.14

According to Astin, the college environment with a relatively high percentage of baccalaureate degree recipients characterized by this orientation tends to exhibit a relatively high degree of conformity among students and a relatively authoritarian attitude on the part of the faculty and administration.

The apparent impact of this orientation over the past decade--and particularly the last five years--has increased slightly. A look at Appendix 2 suggests that the slight increase in this area is a result of increased interest in the business and public administration majors. In fact, over the past five years, interest in these two areas has more than doubled. Because the nature of the majors which impact on this orientation is probably different from that of more academic orientations, one might suspect that those students who formerly were education majors did not enter this area in as great a number as they did into others. Thus, the growth in the number of students with

this orientation more truely reflects an increase in a particular type than does an increase in some of the other orientations.

ENTERPRISING ORIENTATION--The enterprising orientation of CSLA over the past decade has been:

% of total baccalaureate degrees awarded with impact on enterprising orientation:

1960-61	1964-65	1969-70
.14	.16	.25

According to Astin, the college environment with a relatively high percentage of baccalaureate recipients characterized by this orientation tends to encourage the development of verbal and persuasive skills and to foster an interest in power and status. The apparent impact of this orientation over the past decade--particularly in the past five years--has increased substantially.

A look at Appendix 2 suggests that the increase in this area is a result of growth among all majors in this category, particularly history, political science, business, and public administration. The increased number of degrees awarded in the areas of history and political science might represent a shift of the former education majors to subject matter areas. However, this area also encompasses the business and public administration areas, which probably have developed independently, and reflect a differently oriented student coming to the campus in increased numbers.

Having calculated the various EAT variables and analyzed them briefly, it is now appropriate to discuss what these results suggest. According to Astin, change data obtained through the EAT can be interpreted in three ways, two of which involve comparisons with other institutions. The third way of interpretation depends upon changes within an institution itself, and it is with this type of interpretation that we have concerned ourselves. The following discussion will focus on the usefulness of data obtained through the EAT, and will conclude with a judgment on the EAT's usefulness in individual institutional research.

From the data we have obtained, it appears that over the last decade--and particularly over the past five years--the orientation of the CSLA student body has been changing. The EAT suggests that about 20% of the student body there maintained a rather constant orientation toward humanistic and esthetic pursuits, with a tendency to de-emphasize sports or other physical activities. An increasing number of students--about 14% by the 1969-70 academic year--were increasingly oriented toward a de-emphasis of interpersonal and social activities, and a similar percentage were increasingly oriented toward conformative behavior. Decreasing numbers of students--about 9% by 1969-70--appeared oriented toward the practical as opposed to the abstract aspects of the campus environment. A particularly large decrease--from 40% to 20% in the last five year period considered in this report--was revealed in students

oriented toward social interaction and service to others. Besides the information obtained from the personal orientation measures, two other EAT variables provided insight. A substitute measure used to grossly approximate the variable "estimated selectivity" revealed a general decrease in the overall aptitude of those entering CSLA students who took the ACT program examinations. In addition, there was a noticeable but relatively small increase in the "size" variable, a variable whose initial value was already large in comparison with other 4-year institutions.

Without belaboring the point, we might expect that, based upon indications provided by the EAT, the college environment at CSLA has become increasingly hostile to social interaction or campus-oriented activities, although there still remains some basis for the pursuit of the humanistic, aesthetic, or abstract. On the other hand, we might conclude that the environment itself is not hostile to personal interaction, but that some other force or forces are causing this situation to exist. In any case, once we are aware of the direction the campus environment is now changing toward, we must then ask what could be done to alter or encourage such changes; and we must ultimately ask what insights, if any, the EAT provided for us which could not otherwise have been obtained.

In considering the first point, we encounter one of the basic limitations of the EAT, at least on the institutional level: while it provides some insight into the college environment, it does not provide any real insight into the causes of,

or relationships within, this particular environment. In 1965, Astin introduced "Freshman Input Factors"--six measures which would supposedly provide information on entering students. With such information, one might expect to be able to analyze an environment's change over a period of years. After all, both entering characteristics and environmental press at an initial and subsequent time could be estimated. The usefulness of the EAT and freshman input factors for revealing causes of environmental change however, appears to be questionable. Because the freshman input factors are calculated largely from the personal orientations used in the EAT, we are faced with an assumption that may be unwarranted--that entering students will be largely similar to those just graduating. In addition, the EAT personal orientations consider only those receiving degrees, and do not take into account the orientations of those who have left the institution without obtaining their degree. Finally, we have recently been through a situation which would suggest that entering freshman may greatly differ from those who are now graduating. The rapid increase in campus activism and disruption beginning about 1963 would imply that those students who were entering or who were either sophomores or juniors at the time were of generally different personality types than those who had graduated in the preceding decade.

Another limitation of the EAT in providing causal insight is its inability to provide basic information on the impact of the college administration and faculty, the college community,

and the actual quality and availability of the institution's facilities. Knowledge concerning the impact of these varibles has been shown by previous research to be essential, if an understanding of the complex forces interacting within the college environment is to be obtained.

For example, the indirect approach of the EAT obscures such occurrences as those occassioned by legislation or other forces outside the campus proper. As was mentioned previously, the Fisher Bill caused the undergraduate education major to all but disappear. However, these students did not disappear from the campus--they became majors in other areas, a phenomenon for which the EAT cannot adequately account.

From another perspective, the EAT provides no clues as to why the CSLA campus began to attract increasing numbers of students in the business and public administration areas. It has no way of suggesting the environmental forces which the metropolitan, urban environment exerts on current and prospective students.

Even in the area of student personal orientations, the EAT is limited. It categorizes the students according to the areas in which they received their baccalaureate degrees; however, compendiums such as Theodore Newcomb's College Peer Groups attest to the fact that peer groups form along many other lines besides

major academic areas of interest.

Then, we must consider whether or not the EAT is providing us with information that the institutional researcher could not have obtained elsewhere. In the main body of this report, the section entitled "Students" revealed several important phenomena on the basis of which we might have arrived at conclusions similar to those suggested by Astin. The fact that all but 1/5 of CSLA students currently work part-time, that increasing numbers of students are self-supporting, and that a great percentage of the students are over 25, should suggest--along with the fact that most students are commuters--the decreasing social cohesion which EAT proposes. If students only drop by the campus to take a class and then leave for work, then the campus environment could certainly not be characterized by inter-group activities or enthusiastic campus identification. The EAT does indirectly point to the changing curricular emphasis on the campus; however, this information might also have been gleaned from administrative records.

Based upon the above information, this researcher must conclude that on the level of individual institutional research, the Environmental Assessment Technique can provide additional insight into large scale changes occurring within the student and curricular sectors of the campus environment. It does not, however, provide comprehensive information, nor does it provide information which might not otherwise be more readily obtained

from existing reports. Astin has pursued a laudable objective in his attempt develop an economical measuring device which can summarize the college environments of all our educational institutions. He has encountered, however, one of the fundamental characteristics of our system of higher education--diversity-- and has yet to control for it. It is the diverse and constantly changing campus environments--environments which are themselves sub-environments of larger environments--which continue to elude those who try to characterize them with labels and numbers. And, it is ultimately the individuality and unique nature of the campus environment at California State College, Los Angeles, which defies the quantification required by the EAT, and demands a more comprehensive, in-depth approach at the institutional level before an understanding of its environment may be obtained.

APPENDIX 1

GROUP	TYPICAL OCCUPATIONS	TYPICAL MAJOR FIELDS
I. Realistic. The model type is masculine, physically strong, unsociable, aggressive; has good motor coordination and skill; lacks verbal and interpersonal skills; prefers concrete to abstract problems.	Farmer, Mechanic, Electrician, Fish and Wildlife Specialist, Master Plumber, Photoengraver, Radio Operator, Surveyor, Tool Designer	Engineering, Agriculture, Forestry, Industrial Arts, Physical Education
II. Scientific. The model type is task-oriented, asocial; prefers to "think through" rather than "act out" problems; needs to understand; enjoys ambiguous work tasks.	Anthropologist, Astronomer, Biologist, Botanist, Chemist, Geologist, Physicist, Scientific Research Worker, Writer of Scientific Articles, Zoologist	Physics, Chemistry, Philosophy, Biology, Experimental Psychology, Mathematics
III. Social. The model type is sociable, responsible, humanistic, religious; needs attention; has verbal and interpersonal skills; avoids intellectual problem solving, physical activity, and highly ordered activities; prefers to solve problems through feelings and interpersonal manipulations of others.	Clinical Psychologist, Foreign Missionary, High School Teacher, Marriage Counselor, Psychiatric Case Worker, Speech Therapist, Vocational Counselor	Education, Nursing, Sociology, Psychology, Social Work
IV. Conventional. The model type prefers structured verbal and numerical activities and subordinate roles; is conforming; avoids ambiguous situations and problems involving interpersonal relationships and physical skills; is effective at well-structured tasks; identifies with power; values material possessions and status.	Bank Examiner, Bank Teller, Bookkeeper, Court Stenographer, Financial Analyst, Key Punch Operator, Clerk, Statistician, Tax Expert, Traffic Manager	Economics, Accounting, Secretarial Science, Business (unclassified)
V. Enterprising. The model type has verbal skills for selling, dominating, leading; conceives of himself as a strong masculine leader; avoids well-defined language or work situations requiring long periods of intellectual effort; is concerned with power, status, and leadership; is verbally aggressive.	Business Executive, Buyer, Manufacturer's Representative, Political Campaign Manager, Salesman, Speculator, Television Producer, Diplomat	Political Science, Pre-Law, History, Business Administration, Public Administration, Advertising
VI. Artistic. The model type is asocial; avoids problems that are highly structured or require gross physical skills; is expressive, individualistic, and emotional.	Author, Cartoonist, Commercial Artist, Composer, Singer, Dramatic Coach, Free-Lance Writer, Musician, Playwright, Poet, Stage Director, Symphony Conductor	Fine Arts, Music, Languages, Drama, Speech, Creative Writing, Journalism

APPENDIX 2

		Majors per Academic Year					
		1960-61		1964-65		1969-70	
Major	Weight	Majors	Weighted Score	Majors	Weighted Score	Majors	Weighted Score
ARTISTIC ORIENTATION: CSLA							
Art	1.00	35	35.0	58	58.0	123	123.0
Drama	1.00	27	27.0	19	19.0	35	35.0
Speech	.75	0	0.0	10	7.5	24	18.0
Music	.75	21	16.0	26	19.50	58	43.50
English	.75	86	64.50	105	78.75	237	177.75
Language	.50	4	2.0	16	8.0	84	42.0
Journalism	.50	0	0.0	17	8.5	44	22.0
Education	.25	527	131.75	655	163.75	3	.75
Philosophy	.25	3	.75	8	2.0	31	7.75
Anthropology	.25	0	0.0	5	1.25	45	11.25
REALISTIC ORIENTATION: CSLA							
Engineering	.75	139	104.25	135	101.25	145	108.75
Industrial Arts	.75	38	28.50	82	61.50	54	40.50
Physical Education	.75	84	63.0	56	42.0	75	56.25
Geography	.50	7	3.50	10	5.0	35	17.50
Biological Science	.25	15	3.75	22	5.50	21	5.25
Botany	.25	2	.50	1	.25	2	.50
Zoology	.25	10	2.50	12	3.0	23	5.75
Geology	.25	1	.25	9	2.25	13	3.25

SCIENTIFIC ORIENTATION: CSLA

		Majors per Academic Year					
		1960-61		1964-65		1969-70	
Major	Weight	Majors	Weighted Score	Majors	Weighted Score	Majors	Weighted Score
Biochemistry	1.00	0	0.0	0	0.0	2	0.0
Math/Computer Sci.	1.00	24	24.0	47	47.0	85	85.0
Chemistry/Physics	1.00	19	19.0	25	25.0	31	31.0
Biological Science	.75	15	11.25	22	16.50	21	15.75
Botany	.75	2	1.50	1	0.75	2	1.50
Zoology	.75	10	7.50	12	9.0	23	17.25
Philosophy	.75	3	2.25	8	6.0	31	23.75
Geology	.75	1	0.75	9	6.75	13	9.75
Anthropology	.75	0	0.0	5	3.75	45	33.75
Medical Technology	.50	5	2.50	7	3.50	19	9.50
Geography	.50	7	3.50	10	5.0	35	17.50
Engineering	.25	139	34.75	135	33.75	145	36.25
Nursing	.25	39	9.75	95	23.75	123	30.75
Psychology/Sociology	.25	186	46.50	215	53.75	279	69.75
CONVENTIONAL ORIENTATION: CSLA							
Business Admin.	.50	210	105.0	228	114.0	534	267.0
Home Economics	.50	30	15.0	50	25.0	69	34.50
Economics	.50	11	5.50	25	12.50	42	21.0
Industrial Arts	.25	38	9.50	82	20.50	54	13.50
Public Administration	.25	50	12.50	72	18.0	193	48.25

		Majors per Academic Year					
		1960-61		1964-65		1969-70	
Major	Weight	Majors	Weighted Score	Majors	Weighted Score	Majors	Weighted Score
SOCIAL ORIENTATION: CSLA							
Education	.75	527	395.25	655	491.25	3	2.25
Nursing	.75	39	29.25	95	71.75	123	92.25
Psychology/Sociology	.75	186	139.50	215	161.25	279	209.25
Language	.50	4	2.0	16	8.0	84	42.0
Medical Technology	.50	5	2.50	7	3.50	19	9.50
Home Economics	.50	30	15.00	50	25.00	69	34.50
Music	.25	21	5.0	26	6.50	58	14.50
English	.25	86	21.50	105	26.75	237	59.25
Physical Education	.25	84	21.0	56	14.0	75	18.75
History/Political Sci.	.25	128	32.0	194	48.5	287	71.75
ENTERPRISING ORIENTATION: CSLA							
History/Political Sci.	.75	128	96.0	194	145.50	287	215.25
Public Administration	.75	50	37.50	72	54.0	193	144.75
Business Admin.	.50	210	105.0	228	114.0	534	267.0
Journalism	.50	0	0.0	17	8.50	44	22.0
Economics	.50	11	5.50	25	12.50	42	21.0
Speech	.25	0	0.0	10	2.50	24	6.0